National Qualifications 2022
Qualification Verification Summary Report
Skills for Work: Health Sector

Verification group number: 426

The purpose of this report is to provide feedback to centres on verification in National Qualifications in this subject.

Skills for Work Courses

Skills for Work: Health Sector (National 5)

F88E 75   Health Sector: Working in the Health Sector
F88F 75   Health Sector: Life Sciences Industry and the Health Sector
F88H 75   Health Sector: Improving Health and Well-being
F88J 75   Health Sector: Physiology of the Cardiovascular System
F88K 75   Health Sector: Working in Non Clinical Roles

General comments

External verification took place remotely for session 2021–22 and therefore verifiers did not see the assessment environment nor the equipment used for the delivery of the Health Sector units.

In response to the disruption to learning caused by COVID-19, modifications were made to the assessment requirements for Skills for Work: Health Sector (National 5) in session 2021–22. This information is available on the Skills for Work: Health Sector section of the SQA website.

Skills for Work: Health Sector was delivered as a full course at many of the centres while some centres chose to deliver standalone units. This course does not require any prior learning and is suitable for candidates with no prior experience of the health sector.

Most centres have a clear and accurate understanding of the requirements of the national standards for Skills for Work: Health Sector.

Course arrangements, unit specifications, instruments of assessment and exemplification materials

The unit specifications and unit assessment support packs were used by all centres.

Most centres provided a copy of their assessment procedures and assessment materials as an electronic version. Many of the centres provided the external verifiers with examples of materials used electronically for the purposes of the remote external verification.

Evidence requirements

The evidence submitted during remote external verification showed a clear understanding of the requirements for almost all centres. Where this was not the case it was picked up by the centre during the internal verification process and subsequently rectified by the centre.

Administration of assessments

Almost all centres demonstrated the effective selection and use of assessments to ensure validity and fairness in the assessment process.

Internal assessment and verification procedures were implemented at most centres, where this was not the case it was highlighted during external verification and feedback given to the centre to make amendments to rectify this going forward.

All centres have processes and procedures in place to ensure that the evidence for assessment is the candidate's own work.

All centres were able to make accurate and consistent assessment judgements; internal verification ensured this process.

Areas of good practice

Effective internal verification processes are in place. This was highlighted where inconsistences were picked up by the process.

Centres used a variety of materials to make the delivery interesting and to enhance the practical experiences for candidates. Centres have produced teaching materials and made use of practice resources in the delivery of the units.

Innovative ideas are being used in the delivery of the units. Centres are making use of alternative learning materials and practical exercises, group work and role plays.

Candidate participation is evident from the work produced; evidence showed that candidates can be creative in producing folios.

Specific areas for improvement

Centres should ensure that assessment templates are used consistently, within the same centre. It was noted through external verification that in some centres different templates were being used for the delivery of the same unit assessment, this should be standardised within the centre. Standardisation meetings and documenting these meetings are important in the standardisation process.

Centres should ensure that feedback is provided to candidates for each unit, documenting feedback to each candidate is important for their learning and development.

Centre staff should share best practice with each other to enhance candidate learning.